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ABSTRACT

This annotated bibliography contains 36 items on training of staff of law-enforcement personnel and police-community relationships. Most of the documents are from 1967-1970. Also included are instructions for ordering ERIC documents, and a list of ERIC/AE publications. (Author)

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TRAINING LAW ENFORCEMENT PERSONNEL

Current Information Sources No. 32

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October 1971

ERIC CLEARINGHOUSE ON ADULT EDUCATION

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INTRODUCTION

This annotated bibliography covers documents on the training of law enforcement personnel flowing through the ERIC Clearinghouse on Adult Education.

Many documents mentioned in this publication have been announced in Research in Education or in Current Index to Journals in Education, the best sources for keeping up with current literature in this field. These abstract journals are now widely available in education libraries, universities, and school systems. Both of these catalogs should be scanned regularly to be informed of the latest literature on this subject.

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Availability of documents. Many items come from standard journals, commercial publishers, or are available from their original sources. Many others, those with "ED" numbers, are available from the ERIC Document Reproductions Service (EDRS) in microfiche or printed copies. Please read carefully the note on availability and instructions for ordering from EDRS on page 21.

Joint publication. We are grateful to the Adult Education Association of the U.S.A. for making this publication more easily available.

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I. Training of staff; law enforcement

CONSULTANT SERVICE AND WORKSHOP FOR LAW ENFORCEMENT OFFICIALS, ATTORNEYS AND JUDGES IN CENTRAL AND EASTERN KENTUCKY (LEXINGTON, MAYSVILLE, COVINGTON, CATLETTSBURG, PIKEVILLE, LONDON, RICHMOND, HARLAN, 1967 - 1968). Eastern Kentucky University, EDRS Order Number ED 023 986, price MF .65¢, HC $3.29. 39p 20 Jun 1968

Eight one day conferences on law enforcement problems were set up during 1967 - 1968 on a regional basis in the Kentucky cities of Lexington, Maysville, Covington, Catlettsburg, Pikeville, London, Richmond, and Harlan. Police officials, judges, prosecuting attorneys, university faculty, and civic leaders were invited to participate. Total attendance was 462. In addition to participating in the prepared discussions on the announced topics, the officers had the unique advantage of the combined talent, experience, and knowledge of veteran judges and attorneys and of law officers from other localities in reaching solutions to special problems. Each program delt with cooperation of officers and prosecuting attorneys in case preparation; court procedures; officer demeanor in court; the effect of recent court decisions on police procedures; and police-community relations. The most important by-product of the conferences was the realization by law enforcement officers that they could communicate with prosecutors and judges and that such communication could be mutually beneficial. Although attendance was disappointing in some cities, many panelists felt that the favorable impressions gained by attendees would help increase attendance at future conferences of this kind.

LOCAL GOVERNMENT IN-SERVICE TRAINING; AN ANNOTATED BIBLIOGRAPHY. Stout, Ronald M., Ed. State University of New York, Albany. Available from Graduate School of Public Affairs, State University of New York, 1223 Western Avenue, Albany, New York 12203. 88p Apr 1968

This bibliography on the inservice training is divided into four major catagories: (1) Local Government Training in General; (2) Training Generalist Officials and Administrators; (3) Training Personnel in Functional Fields; (4) Bibliographies. Coverage includes elected representatives and executives; appointed managers, executives, and supervisors; and interns and trainees; together with such services and specialized functions as: corrections, juvenile delinquency, probation, and parole; finance and records; fire protection; public health; library services; planning,housing,

and community development; police education; public works; parks and recreation; water and sewage; and welfare. There is an index of personal and corporate authors.

PROFESSIONALISM AND THE POLICE: THE COP AS A MEDICAL STUDENT. Walsh, James Leo In American Behavioral Science; v13 n5-6 p705-726 May-Aug 1970.

This paper discusses attitudinal differences between highly professional police officers and those classified as low-professionals, and compares their attitudes toward "animals" (problem people who put them in a "can't win" position) with the attitudes of medical students toward "crocks." Five hypotheses about policemen's actions and attitudes are tested.

GUIDELINES FOR LAW ENFORCEMENT EDUCATION PROGRAMS IN COMMUNITY AND JUNIOR COLLEGES. Crockett, Thompson S. & Stincomb, James D. American Assn. of Junior Colleges, Washington, D.C. EDRS Order Number ED 019 965, priceMF .65¢, HC $3.29 38p. Available for $1.50 from American Association of Junior Colleges, 1315 Sixteenth Street, NW, Washington, D.C. 20036 1968.

In view of increasing public interest in and need for improved law enforcement training, these guidelines provide information for colleges planning or presently developing their programs. Described and discussed are (1) the qualifications, both educational and personal, of the modern officer, (2) the wide range of career choice for the candidate, (3) the value and functions of an advisory council, (4) selection, qualifications, and responsibilities of the program director and his teaching staff, (5) various degree, special training, and certificate courses, (6) facilities and equipment, on or off-campus, (7) recruitment of pre- and in-service students, both men and women, (8) cadet programs in a work-study plan, (9) maintenance of and need for public relations.

POLICE TRAINING. New Jersey State Department of Law and Public Safety, Trenton. Police Training Commission EDRS Order Number ED 039 409, price MF .65¢, HC $3.29 5v. 96p (1969)

The third and fourt annual reports on law enforcement training in New Jersey ("Police Training: The Key to Professional Service,"

1964 - 1965 and 1965 - 1966) review the powers, responsibilities and duties of the Police Training Commission; law enforcement officers trained (including failures and total enrollments); hours of programmed and other instruction; college courses and other supporting activities; instructional services; numbers of trainees from specific municipal, state, county, and other law enforcement agencies; hours of basic recruit training (by subjects); and school directors and county training coordinators. Subsequent reports ("Police Training: The Key to Professionalization," 1966 - 1967 through 1968 - 1969) cover basically the above information, together with such special programs as the Federally funded law enforcement training project at Jersey City State College, a scholarship Program for blacks and Puerto Ricans. (Reports 1 and 2 are out of print at this time.)

ANNOTATED BIBLIOGRAPHY ON INSERVICE TRAINING FOR ALLIED PROFESSIONALS AND NONPROFESSIONALS IN COMMUNITY MENTAL HEALTH. National Inst. of Mental Health (DHEW, Chevy Chase, Md. EDRS Order Number ED 023 991, price MF .65¢, HC $3.29 64p (1968).

This annotated bibliography, the second in the series of four, pertains to the inservice training of allied professionals and nonporfessionals for community mental health. The period of emphasis is 1960 - 1967. Materials citing experiences of formal community health centers are included. Also included are references on inservice mental health tra training for professionals and nonprofessionals who work in community settings other than mental health centers. A few references on roles are included because of their relevance to job descriptions and training objectives.

TRAINING IN SUICIDE PREVENTION FOR PROFESSIONAL AND COMMUNITY AGENTS. Farberow, Norman L. Suicide Prevention Center, Los Angeles, California In American Journal of Psychiatry; v125 n12 p1702 - 1705 1969.

This study describes the various types of training offered by the Los Angeles Suicide Prevention Center and notes that a primary objective for both public and professionals is to diminish the taboo aspects of suicide.

NEW CAREERS: THE PATROLMAN AIDE. TRAINER'S MANUAL. White, Richardson, Jr.; Stein, John H. University Research Corp., Washington, D.C. Information Clearinghouse on New Careers. EDRS Order Number ED 027 422, price MF .65¢, HC $3.29 270p. Sep 1968.

Designed to assist in Developing a training program to equip unemployed

and underemployed persons with the skills for helping patrolmen to provide community service, the manual discusses several aspects of implementing the training program in the first four chapters: "New Careers and Law Enforcement," "Problems in Implementation," and "Guidelines For Patrolman Aide Training." The fifth chapter, "Basic Elements and Issues in the Administration of Justice" presents an introductory curriculum which consists of a commom body of knowledge for law enforcement personnel, while the sixth chapter"Speciality Skills Curriculum" presents a second curriculum dealing with the practical skills required of the trainee for performance of specific duties of the patrolman aide.

TRAINING FOR NEW CAREERS. (Technical monograph,5). Shaffer, Anatole *Specht, Harry. Contra Costa Council of Community Services, Walnut Creek, Calif. 50p Mar 1966.

The Richmond Community Development Demonstration Project (RCDDP) began operation in Richmond, California on March 1, 1965, under a grant from the Office of Economic Opportuinity, to develop jobs for the poor within public agencies. In this paper the orientation and training program developed in the project is described, including recruitment and selection, basic training, agency visits by trainees, the research and evaluation program, short-term job assignments, field observations, and group meetings. During in-service training, trainees worked with two prime host agencies, the Police Department and the School Department. Staff meetings, conferences, and seminars are being planned for the new workers. Techniques of training used in basic and in-service training included role playing, audio-visual materials, written and oral reports, and individual supervision. There is a job description of the School of New Careerist and bibliography.

DEVELOPMENT OF MULTI-MEDIA PROGRAMMED INSTRUCTIONAL MATERIALS FOR THE TRAINING OF LAW ENFORCEMENT OFFICERS. INITIAL CURRICULUM STUDY. Green, Ralph; Schaeffer, Geraldine New Jersey State Dept. of Education EDRS Order Number ED 025 645, price MF .65¢, HC $3.29.

The purposes of this study were to determine what information on basic police training programs was available and to determine the status of such police training. A literature review was completed on police function, police training, basic police training curriculums, professional police journals, and curriculum textbooks. Chapter titles are "Description of the Distribution of Police Training," "The Basic Police Training Curricula," "The Evaluation of Curricula," Some broad characteristics of police training in the United States

include: (1) A country-wide effort is being made to provide effective police training, (2) Program quality is directly proportional to community size, (3) Curriculums are basically skills oriented, (4) Curriculums are uniform across the country, (5) Both formal and informal systems operate to select content, (6) Curriculums are most often organized on the basis of subject matter, (7) The typical educational method is the lecture, (8) Curriculum evaluation is practically nonexistant. (9) Police training leaders are aware of the needed improvements.

DEVELOPMENT OF THE MULTI-MEDIA PROGRAMMED INSTRUCTIONAL MATERIALS FOR THE TRAINING OF LAW ENFORCEMENT OFFICERS. FINAL REPORT. Green, Ralph; Schaeffer, Geraldine New Jersey State Department of Education EDRS Order Number ED 025 509, price MF .65¢, HC $3.29, 62p Sep 1968.

The purpose of this project was to improve basic police training by investigating existing curriculums and producing standardized instructional materials; however, funding termination did not allow the latter. VT 007 473 is a report of a literature and curriculum review and a related study of 168 topics were identified under 12 police training subject areas. Rough drafts of lesson plans were made for two of these areas. An examination of these topics resulted in the conclusion that differences between agencies and localities precluded a viable "national" or "model" curriculum for police training.

ROLE LEARNING FOR POLICE RECRUITS; SOME PROBLEMS IN THE PROCESS OF PREPARATION FOR THE UNCERTAINTIES OF POLICE WORK. McNamara, John Harold, California University, Los Angeles University Microfilms, (Order Number 67-11, 263, MF $4.00, Xerography $10.00 Ph.D. Thesis 315p 1967.

The recruit training program of the New York City Police Department was studied to identify and clarify organizational and social psychological problems pertaining to the legality of police actions, prestige

of police officers, interpersonal methods effective in police work, and organizational factors in the department. Data were obtained from participant observation, department records, role-playing exercises, the critical incident technique, the questionnaires given to recruits during training and one and two years after graduation. Many gains from formal training tended to disappear or be reversed in the field, where conditions are often at varience with training content. It was concluded that the "semi- military" model for the Police Academy and the department is inappropriate for many levels of duty, and that the use of negative sanctions and the attempt at an appearance of close supervision hinder development of self-directing, autonomous policemen. Contradictions between formal and informal organizations in the department were also a hinderance. Problems of police inactivity, organizational loyalty, and innovation were linked to problems in training.

USE OF DIAGNOSTIC SMALL GROUPS IN POLICE RECRUIT SELECTION AND TRAINING. Mills, R.B. In Journal of Criminal Law, Criminology & Police Science; v60 n2 p238-241 1969.

This article describes 2 innovations used in Cincinnati. Four evaluators and 8-12 police candidates met in a diagnostic group for about 5 hours. This included playing a competitive game and a discussion. Various types of candidates who were eliminated are described. A mental health training program for police was also used. After a brief lecture, police recruits were divided into discussion groups led by psychology graduate students to discuss such topics as suicide.

DEVELOPMENT POLICE TRAINING AND EDUCATION IN FLORIDA. LEAA GRANT 350 FINAL PROJECT REPORT. Headlough, Warren E. Florida Police Standards Council, Talahassee EDRS Order Number ED 043 842, price MF .65¢, HC $6.58 104p 1969.

The Florida State Standards Council was created by the Florida Police Standards Act (1967) to improve the state's training program. The adoption of mandatory 200-hour recruit training has provided a program which is meeting local needs for more and better trained

law enforcement recruit personnel; there is need for the development and establishment of programs in law enforcement supervision and management. Eighteen junior colleges offer associate degree law enforcement programs; one-year certificate programs are offered by some. Representatives of junior colleges and law enforcement agencies have suggested a core of knowledge in nine law enforcement areas for structuring certificate and associate degree programs. Inservice and educational programs are needed to build and expand the framework of a total program for the state. (Appendixes include the 1967 Florida statutes, the rules of the council, and the recommended programs.)

STATEWIDE POLICE COMMAND AND SUPERVISORY TRAINING -- THREE DEMONSTRATION PROJECTS: NEW JERSEY MOBILE TRAINING UNITS; NORTH CAROLINA POLICE MANAGEMENT INSTITUTE; ARKANSAS REGIONAL COURSES FOR POLICE SUPERVISORS. New Jersey Police Training Commission Available from NTIS (PB- 188-994, MF .95¢, HC $3.00) 329p 1969.

Three police training programs varied markedly and present a selection of models appropriate to different circumstances and training needs. The New Jersey Police Training Commission provides for supervisory training through use of mobile classrooms staffed with trained professional teams, equipped with modern teaching aids, and experimenting with programmed as well as traditional materials. In the first year, 717 officers participated in 28 four-day courses at 17 separate locations throughout the state. The North Carolina Police Management Institute provided a split-session, one-month management courses for 26 municipal police officers. In five 4-day sessions spread over a six-month period, 120 hours of instruction were given. This provided for outside reading and problem-solving assignments on the back-home situation. The Arkansas Law Enforcement Academy developed a new training program at the basic supervisory level. A total of 386 trainees attended the four-course series (3-5 days duration per course) conducted in each of five regional locations across the state. This was phased over a seven-month period with classes scheduled on working days and ending in time for the men to return home each day.

STATE POLICE COMMAND-MANAGEMENT SEMINARS FOR THE MIDDLE ATLANTIC REGION. McCain, R.R. Maryland University. EDRS Order Number ED041 139, price MF .65¢, HC $6.58 182p. Final Report Dec 1969.

Condicted between Dec. 8, 1968, and June 20, 1969, in a cooperative arrangement between the University of Maryland and the State police organizations of New York, New Jersey, Pennsylvania, Maryland, Deleware, Virginia, and West Virginia, four interdisciplinary, residential management development seminars four weeks long (two week split sessions) were

attended by 121 command level state police officers. Faculty members(largely university) were chosen for expertise, adult teaching ability, and rapport with policemen. The curriculum was divided between three weeks of management development and one-week staff study workshop. Training techniques included lecture discussion, case studies, role playing, and other student involvementprojects. Relatively unique aspects were tailor made case materials resulting from initial organizational analysis, and pre- and post-seminar assessments of attitudes and role p-rceptions. Participants enjoyed the program and felt they were learning; and it was determined that participants' job performance was notably enhanced. It was also concluded that law enforcement officers benefit from peer learners similar to themselves and from contact with expert faculty members from a different field. (Questionnaires and other appendixes are included.)

POLICE INSTRUCTORS SEMINAR ON TRAINING, 1968 and 1969, FOR MARYLAND POLICE TRAINING COMMISSION. McCain, R.R. Maryland University, EDRS Order Number ED 041 240, price MF .65¢, HC $6.58 Final report. 129p Feb 1970

The first University of Maryland two week residential police instructor seminar on training (PIST) -- a pilot project -- was held during May 5 - 11 and May 26 through June 1, 1968; the second, incorporating changes arising from evaluation of the pilot project, was held April 27 through May 25 - 29, 1969. Participants in the two programs numbered 21 and 17, respectively. In the first PIST, the instructors practised various training techniques during both weeks. In the 1969 PIST, the instructors first week was devoted to learning about techniques and their application, with the second week devoted almost wholly to practice exercises. The primary reason for this change of rationale was the need for preparation during the weeks between two halves. Greater emphasis in the 1969 PIST was placed on developing the instructional ability of individuals, and on using small group discussion. Reading materials for both PIST seminars included Stantor's "How to Instruct Successfully," and a notebook of instructional materials and articles. The second seminar in particular was well received, and most participants reported they had acquired new ideas and practices. Almost all participants agreed that the program should be extended to three or four weeks, including more time for practical application exercises.

JOB OBSOLESCENCE IN THE LAW ENFORCEMENT AND CORRECTION FIELD. Killinger, George G.; And Others Institute of Contemporary Corrections and the Behavioral Sciences, Huntsville, Texas EDRS Order Number MP 000 554, price MF .65¢, HC $6.58 186p 1 March 1968.

The purpose of this study was to identify forces impinging upon correctional and law enforcement occupations and to translate them in terms of present and future manpower needs. The study used a three-pronged approach in the collection, Analysis, and presentations of data, including (1) the baseline

characteristics of persons currently employed in the correctional and law enforcement occupations, (2) a suggested 10-year forecast related to the changing emphasis from custody to rehabilitation, and (3) use of these sources to develop model programs of higher education with a problem-oriented approach. Education as a function in changing manpower needs is emphasized therefore, educational programs are reviewed for content, organization, and objectives. From these data, profiles are drawn of the correctional worker and law enforcement officer of today and projections are made concerning respective profiles in the 1970's.

ANNUAL REPORT TO THE PRESIDENT AND CONGRESS ON ACTIVITIES UNDER THE LAW ENFORCEMENT ASSISTANCE ACT OF 1965 (3RD). U.S. Department of Justice, Washington, D.C. Available from NTIS (PB-188-990, MF .65¢, HC $3.00) 144p Apr 1968.

The document reports on comprehensive law enforcement assistance (LEA) programs which have motivated state and local governments toward significant actions, strengthening the fabric of our criminal justice system. LEA activities include 27 grants which have financed state crime evaluation and planning commissions; 34 to police departments to finance community relations programs; and 27 awarded for police science courses in colleges and universities, nearly doubling the number of states with schools offering such study. In addition, 21 states have received grants to develop comprehensive training programs for correctional officers in prison, probation and probation work, 20 have received grants to develop or improve state police standards and training activities, and 120 police departments have participated in riot prevention and control seminars.

TRAINING OF POLICEMEN IN EMOTIONAL CONTROL AND AWARENESS. Danish,Steven; Brodsky, Stanley L. Southern Illinois University EDRS Order Number ED 028 362 price, MF .65¢, HC $3.29 6p 1969.

In this preliminary study involving 30 police school trainees, Interpersonal Process Recall project stimulus films were used in an effort to sensitize policemen to their agressive and self-control problems in dealing with riots, demonstrations, and other stressful situations. During six filmed vignettes progressing from mild to intense degrees of rejection, viewers were instructed to imagine that the actor was talking directily and privately to them, and in the last vignette, to respond aloud to the actor's comments. Control of strong hostile impulses was discussed in the context of the special demands of the policemen's role. The next step may be to develop films directly relevant to both normal,and exceptional police duties. (Six references are included.)

THE MAKING OF A TOP COP. Northwestern University, Evanston, Illinois. 4p. 1967

The Traffic Institute of Northwestern University was founded in 1936 by the Automotive Safety Foundation and the automobile insurance industry. It provides a nine month course on campus, in which policemen can specialize in police management, administration of traffic programs, or police training. Applicants must passs college level entrance examinations and personal interviews. Class thoery is applied to fictional practical cases, or field work in surrounding areas. The Institite's field service surveys various participant's departments in order to tailor training to his on the job needs. Most officers are on full salary during the program, and many receive fellowships and scholarships provided by the automobile insurance industry.

TRAINING POLICE FOR WORK WITH JUVENILES. Watson, Nelson A.; Walker, Robert International Assn. of Chiefs of Police, Washington, D.C. EDRS Order Number ED 033 205, price MF .65¢, HC $3.29 65p Dec 1965.

This curriculum guide for law enforcement personnel is to be used in planning a training session in law enforcement. Police policy, practice, and procedure in handling juvenile cases are covered. Units are: (1) Introduction, (2) Methods and Materials Affecting Police Training in Juvenile Relations, (3) Determining Training Needs, including analysis of critical incidents, citizen complaints, inspections, performance ratings, and community relations, (4) Curriculum Development, and (5) Suggested Curriculum for Police Training in Juvenile Matters. The teachers should be law enforcement personnel and have experience in las enforcement and training. Supplementary materials include: (1) curriculum suggestions for two workshops, (2) training program and coaching procedures, (3) role of the police in juvenile delinquency, (4) sample lesson plan format, (5) films for use in police training on juvenile matters, and (6) a bibliography.

SYLLABUS FOR TRAINING THE POLICE TRAINER. Wisconsin Univ., EDRS Order Number ED 015 372, price MF .65¢, HC $3.29 41p. Jan 1967.

This four-week course, developed and administered by the Institute of Governmental Affairs, Law Enforcement Education, University Extension, of the University of Wisconsin, is designed to prepare law enforcement officers to be instructors and training officers, to upgrade existing instructors, and to enable training officers to give effective assistance to superiors. The syllabus covers introductory sessions (six hours), teaching methods and techniques (31 hours), sources of information and assistance (nine hours), practice teaching using lectures, discussions, demonstrations, training aids and other techniques singly and in combinations (38 hours), examinations or critiques (three hours), and student conferences and other scheduled events

(one to three hours). In addition, 15 hours should be devoted to preparing for classes. (Also included are student selection procedures, textbook, facilities, staff qualifications, cost variables, and provisions for trainee guidance and evaluation, together with five appendixes and numerous references.)

QUANTITATIVE ANALYSIS OF TRAINING AND EDUCATION, THE CASE OF THE POLICE (M.S. Thesis). Rich, Vernon E. Michigan State Univ., 270p. Dec 1967.

The International Association of Chiefs of Police collected data on the training and educational history and personal characteristics of 5,700 Metropolitan Detroit police officers as part of a project by Detroit Metropolitan Fund, Inc. to study police training in the six-county Detroit area. Using these same questionnaires, the present study sought to develop a method for quantitatively describing the training and educational deficiencies of an organizational analysis at decision making levels. The three indexes are produced by the proposed method. The first and major index represents the mean level of deficiency in the training and education of the agency's personnel based on an input standard. The second index represents the mean level of deficiency in 15 areas or groups of topics, usually for the subject of training in the police profession. The third index depicts the need for supervisory, command, and administrative training. Since the Training and Educational Deficit Index (TEDI) provides maximum results when used as a periodic review device using computer facilities, a program is being developed to adapt TEDI for computer use. A by-product of the study is a detailed depiction of the current level of training attained by Detroit police officers. (Document includes 110 tables and the questionnaire.)

A POLICE EXECUTIVE DEVELOPMENT PROGRAM; FINAL REPORT TO OFFICE OF LAW ENFORCEMENT ASSISTANCE, UNITED STATES DEPARTMENT OF JUSTICE. Saint Petersburg Junior College, Fla., EDRS Order Number ED 023 042, price MF .65¢ HC $6.58 122p 1968.

Anexperimental course was devised for 36 law enforcement administrators which providid for contact periods spread over eight months and a final retraining session in the 12th month. The course integrated study of the behavioral sciences and communications, executive and professional skills, speeches and informal discussion for professional enrichment, and self-teaching materials and outside assignments. There was time for psychological testing, individual counseling, application of classroom principles to the job and homework, and evaluation of progress at various stages. The project held the attention of the police executives while not keeping them away from their jobs unduly. Behavioral changes in the participants resulted in improvments in their departments. Problems arose from supervisory municipal officials who did not cooperate as much as desired, and from failure to use the psychological testing, class time, and outside projects to best advantage. Probably

More self-instruction and work projects should be used in the future. The project was not evaluated adequately to satisfy the course administrators, who recommended evaluation by an outside agency in the future. (Appendixes include lists of lectures and reading materials, and the evaluation questionnaire.)

II. Police - Community Relationship

CONFLICT RESOLUTION-TEAM BUILDING FOR POLICE AND GHETTO RESIDENCE. Allen, R.F.; And Others In Journal of Criminal Law, Ciminology & Police Science; v60 n2 p251-255 1969.

In an effort to improve ghetto-police relations a many phase/step program was set up. Initally small groups of police and citizens were trained to serve as a cadre of leaders for a larger program. In several day sessions police-community problems were discussed and analyzed. Field trips, role-playing, and T groups were used. Preliminary indications of an evaluation program are positive. Concludes that "the greatest need is to insure that this process somehow becomes institutionalized."

THE CINCINNATI POLICE-JUVENILE ATTITUDE PROJECT, POLICE-TEACHER CURRICULUM DEVELOPMENT FOR IMPROVING POLICE JUVENILE RELATIONS. Final Report. Portune, Robert. Cincinnati Univ., EDRS Order Number ED 020 469, price MF .65¢, HC $6.58 122p 1967.

To promote police understanding of the adolescent and his problems, to build favorable attitudes toward law and law enforcement among early adolescents, and to explain the law enforcement function to the junior high school population, two curriculum units were developed in 1966 - 1967 at the University of Cincinnati, in cooperation with the Cincinnati Police Division.The school unit, "Law and Law Enforcement," was designed by 12 teachers in two graduate seminars and provides day-by-day blueprints that can be followed by any junior high school social studies teacher. The police unit, "The Nature of the Early Adolescent," was designed by 12 police officers in an undergraduate seminar and is a course outline for a police academy instructor. (The six stages of the Cincinnati Project are described in this report -- the development of the criteria for the curriculum units at a national conference of police officers and educators, curriculum design in a series of university seminars, the experimental programs carried out in 12 Cincinnati junior high schools and in the Cincinnati Police Academy, attitude measurements involved in the project including statistical analysis, the national institute held on the university campus to disseminate the findings and recommendations od the project, and the independent evaluation of the project. (Appendixes are two attitude studies of juveniles and the record of the project development.)

EXTENDING PSYCHOLOGY'S IMPACT THROUGH EXISTING COMMUNITY INSTITUTIONS. Bard, Morton Paper presented at the 76th Annual Convention of the American Psychological Association, San Francisco, California. EDRS Order Number ED 024 345, price MF .65¢, HC $3.29 8p 2 Sep 1968.

Universities have responded to increasingly imperative social demands by expanding their public service activities, often in the form of social action programs. This development has not extended to the field of psychology, in which the university psychological center could effectively serve to could effective

collaborate on the university-community efforts. Such a center at the City College in New York has been conducting an experimental project in which a unit of 9 black policemen, biracially paired, were trained to combine their normal work with the skills of family crisis intervention specialists. They receive regular consultive support from the Center staff. Their work covers a West Harlem area of 85,000 people to whom they are available at the time of a crisis, 24 hours a day. In 1 year the unit served 665 families, enhancing police-community relations in the area. The Police Department has been provided with a capacity it previously lacked for reducing certain types of crime and injuries to policemen, and the community has benefitted from direct university involvement. The results clearly demonstrate that university psychological services can be successfully provided through existing community agencies, and that the use of these agencies may be more logical and economical than the creation of new ones. The Center is working on a similar project with the Fire Department.

AN EXPERIMENT IN POLICE-COMMUNITY RELATIONS: A SMALL GROUP APPROACH.
Lipsitt, P.D.; Steinbruner, M. In Community Mental Health Journal; v5 n2 p172-179 1969.

To study the effectiveness of group discussion in mitigating the rising hostility between police and residents of the urban ghetto, two 15-member groups of police and ghetto residents held weekly discussions for 12 weeks, led and observed by university researchers. Attitude scales administered at the beginning and end of the study, as well as recorded logs of the meetings revealed increased understanding and empathy between initially hostile and defensive participants by the end of the study. With increased awareness of each others' problems came an increased faith in the power of cooperation. Police became more interested in attempting to correct the causes of problems than in serving merely as disciplinarians, and some of the community members began to try to instill in their neighbors a more friendly attitude toward the police. For police and community members, small-group sessions represented an attempt to engender an awareness that the health and well-being of the community required the combined effort of the various factions.

ANXIETIES OF GROUP LEADERS IN POLICE-COMMUNITY CONFRONTATIONS.
O'Connell, Walter E.; Hanson, Philip G. American Psychological Assn., Washington, D.C. Paper presented at the 76th Annual Convention of the American Psychological Assn., San Francisco, California, EDRS Order Number ED 032 555, price MF .65¢, HC $3.29 9p Aug 1968.

In a community confrontation program with police and community members, group leaders face many problems dissimilar from those found in group therapy. Dealing with authority (police) was difficult when the leader held a low self-esteem. Dealing with very vocal, very rebellious community members presented difficulties in accepting their reports as truth and not fantasy.

Group maintenance was a problem since the leader had no control over group membership or community attendance. Neither group (police or community) trusted the leader. Police had to drop their defensiveness and community members had to learn to accept police as human beings before progress could be made. The varied goals of the members had to be considered. With no practical goals in common, the leader had difficulty designing a tactical plan for these confrontations. Suggestions for developing group humor are given. The leader's awareness of community politics, resources, and history is helpful if he is to be a group catalyst in a short period of time. References are included in this report.

AN ANALYSIS OF WORDS AND TERMS RELEVANT AND IMPORTANT TO THE STUDY AND TEACHING OF POLICE ORGANIZATION AND MANAGEMENT IN THE AMERICAN MUNICIPAL POLICE SERVICE AND RECOMMENDED DEFINITIONS. Eastman, George Daniel Michigan State Univ., University Microfilms, (Order No. 66- 6120) Ed. D. Thesis, MF $4.00, Xerography $10.00, 139p 1965.

The study aimed at identifying, analyzing, and evaluating relevant and significant terms in writings in business, police, and educational organization and management; and developing improved definitions of these words and terms so as to make possible improved communication between police administrators, social scientists, and educators. A review and analysis of available literature provided the basis for (1) identifying already available definitions sufficiently precise and meaningful to serve the purpose of effective communication without modification; (2) sythesizing from two or more available and reasonably appropriate definitions one which would be suitable; and (3) developing new definitions wherever the first two processes were unfruitful. Of the 80 words and terms included in the study, only one fell in the first grouping above. Although many fell into the second, most required complete structuring. Most "definitions" reviewed and analyzed were rather general discussions of words or terms and thus served neither the purpose of this paper nor the needs for precision or adequacy.

SMALL GROUP DIALOGUE AND DISCUSSION: AN APPROACH TO POLICE-COMMUNITY RELATIONSHIPS. Bell, R.L.; And Others In Journal of Criminal Law, Criminology & Police Science, f60 n2 p242-246 1969.

"To a large degree urban tension,'The Urban Crisis,' means increased friction between the city police force and segments of the black community ... A series of human relations training laboratories were devised, each lasting 6 weeks, with about 200 police officers and an equal number of community members attending ... for 3 hours once a week over the 6- week period." Groups first met separately to discuss each other and then together. There was an attempt to correct distorted perceptions and resolve conflict. Most of the participants have rated the program highly.

A BIBLIOGRAPHY ON POLICE AND COMMUNITY REALTIONS. Miller, Martin G., Comp. Michigan State Univ., EDRS Order Number ED 023 040, price MF .65¢, HC $6.58 109p.; Includes Supplemetn 1, May 1967 and Supplement 2, May 1968. May 1966.

A reflection of concerns of social scientists and of those involved in law enforcement, this extensive bibliography on police and community relations covers general material (including historical reviews); problems and approaches in police administration; the police image and community relations; the impact of the civil rights movement and civil right legislation; the law, the judiciary, and law enforcement; minorities, race relations, and poverty; the role of the news media;social change, prejudice, violence, and other psychological and sociological aspects of the problem of law enforcement; juvenile delinquency and other problems of youth; and children's books on the life and job of police officers.

HUMAN RELATIONS TRAINING FOR POLICE AND COMMUNITY. Sikes, Melvin P.; Cleveland, Sidney E. In American Psychologist; v23 n10 p766-769 3p Oct 1968.

Houston city officials and business leaders formed Community Effort, Inc., a private funding agency intended to help ease relationships between police and community members. The design of the program follows the T group and sensitivity training approach. Each training laboratory meets for three hours per week over a six week period and accomodates 200 police officers for each series. A similar number of community members, especially representative of minority and dissident groups, were also recruited for the sessions. The series will continue until the entire police force of 1,400 officers have been involved. The initial meeting was organized around exchange-of-image (role playing) models. Both police and community participants were asked to develop a list of their images of the other and then a list of their self images. The two subgroups then confronted each other and their lists of images formed the initial structure for interchange between the two groups. Evaluation of the program reveals enthusiastic acceptance by the participating community and at least moderately good acceptance by the officers, although the real impact cannot yet be determined.

TRAINING FOR PARTICIPATION. Spiegel, Hans B.C., Ed. Chapter IX in Citizen Participation in Urban Development, Volume 2, Cases and Programs, ed. by Hans B.C. Spiegel, Washington, NTL Institute for Applied Behavioral Science, p319-348. 29p 1969.

In this section of a larger work on citizen participation in urban development several programs of training for participation are described. The first two examples are training of community leaders through the National Training Laboratories, with T group interaction, theory and information periods, sessions on community problems; and a somewhat similar one-week workshop at Howard University sponsored by the Urban League of Washington, D.C. Next is an evaluation of a workshop, attended by 30 policemen and community leaders, black and white,

from Nassau and Suffolk Counties, on relations between the police and inner city communities. One man's personal account is presented of "The Plunge," an exercise in which trainees at the Urban Training Center for Christian Mission, Chicago, are sent into poverty areas of the city for several days to experience poverty and learn about the poor.

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